

2017 Deaf-Blind Census

Instructions, Definitions and Reporting Materials

North Carolina Deaf-Blind Project



North Carolina Department of Public Instruction
Exceptional Children Division

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Deaf-Blind Project

Due Date: APRIL 6, 2018





National Deaf-Blind Child Census: Instructions and Definitions

The North Carolina State Deaf-Blind Project is federally required to conduct an annual child count of children and youth who meet the eligibility of Deaf-Blind on December 1st of each year. This includes individuals who were enrolled in your program on December 1st. Consistent with the priorities under which the state Deaf-Blind project was funded, this national child count, commonly referred to as the “Census”, is used to identify national and state technical assistance needs for children and youth who are Deaf-Blind, their families and the service providers and systems which serve them. Child census information is also used to identify research needs, in developing personnel preparation programs, and in targeting national and state product development and dissemination activities.

General Instructions and Definitions for use with the Census Code Sheet

The following instructions and definitions are to be used for reporting the National Deaf-Blind Child Census for children and youth, birth through age 21. **The 2017 on-line submission is required by all Local Education Agencies (LEA’s) and Early Childhood Special Education (ECSE) agencies using the December 1, 2017 child census.**

Please remember:

- The count is a point-in-time snapshot and should reflect those individuals identified and eligible for services from state deaf-blind projects on December 1st of the current reporting period. (Reporting period is December 2, 2016- December 1, 2017.)
- All data are due no later than **April 6, 2018** for inclusion in the National Deaf-Blind Child Count.
- The language and reporting elements used in the census are consistent with those found in Section 618 of IDEA and revised based on changes to IDEA 2004.
- Individuals with missing data related to their documented hearing and vision loss will not be included.
- Individuals with *Further Testing Needed* identified under the documentation of hearing and vision loss may only be included for this year’s report. Testing must be completed prior to the next reporting date for the individual to be included in the subsequent year’s child census. If the student was reported in this category last year and no vision and/or hearing assessment was conducted, they cannot be included on the 2017 count.

Definition of Deaf-Blindness

Although each state Deaf-Blind project has the discretion of establishing the criteria for their project services, the IDEA 2004 definition of deaf-blindness must be used for defining students in early childhood special education (3-5) and school age special education (6-21) programs and for their inclusion on the Census.

“Deaf-Blindness means concomitant hearing and vision impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” (IDEA, 2004)

For infants and toddlers receiving Part C early intervention services, Deaf-Blindness is defined as:

“Concomitant hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed”. (IDEA, 2004)

In North Carolina, we interpret this definition as “Children with *COMBINED FUNCTIONAL* vision and hearing loss which may interfere with their ability to a) communicate and interact with others in educational and/or social settings; to access information (spoken, social media, print); and b) move about safely and efficiently in familiar and unfamiliar environments”. The definition also includes individuals with documented functional loss and/or with progressive conditions such as Usher's Syndrome.

Documented Functional Vision Loss – a) as reported on the eye report from an optometrist or ophthalmologist, b) a Functional Vision Assessment (FVA) completed by a Teacher of the Visually Impaired/Blind which addresses specific vision loss, c) an FVA or Christine Roman-Lantzy Assessment documenting a Cortical Vision Impairment

Documented Functional Hearing Loss – a) as documented on an audiogram or speech test or b) results from a Functional Hearing Assessment indicating a behaviors characteristic of hearing loss or atypical auditory development without a corresponding pathology in the auditory system.

Please note, infants and toddlers, children, and young adults with additional disabilities, including significant cognitive disabilities, should be included on the DB Census. It is **not** required that Deaf-Blindness be identified as either a primary or secondary Area of Disability on the Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP).

Children with etiologies such as CHARGE Syndrome, Usher Syndrome, Down Syndrome, Traumatic Brain Injury/Severe Head Injury, Norrie Syndrome, Moebius Syndrome, Prematurity, Dandy Walker Syndrome, Batten Disease, Cytomegalovirus (CMV), Microcephaly, and Hydrocephaly should always be observed for use of hearing and vision.

Contact Information

Please call or email Dottie Snyder for any additional information or clarifications related to the Child Count reporting changes and/or process.

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WHAT'S NEW FOR 2017

Column 2 Please indicate if the child is included on the annual American Printing House (APH) Federal Quota Registration for Infants and Toddlers with Blindness/Visual Impairment

INSTRUCTIONS and DEFINITIONS

The following instructions and definitions are to be used for reporting the National Deaf-Blind Child Count for infants and toddlers, children and youth, birth through age 21.

Go to the following link in order to access the on-line survey

https://ncvps.qualtrics.com/jfe/form/SV_81VYvWECh6qIDOJ

or to the following web page: <http://ec.ncpublicschools.gov/disability-resources/deaf-blind/census> to access information regarding the census, including the link.

Each child must be entered separately. Each field is described in the directions below. At the bottom of each page the person filling out the survey can navigate the survey by using the drop down page list and selecting the page they need or by selecting the back button. Once the finish button is selected a copy of the responses can be printed or saved for future reference.

Indicate whether or not the child has been included on the census in the past.

Has this child been reported on the census prior to the 2016 submission?

- Yes
- No

Name of person completing the survey

Please give first and last name

Contact person's phone number

Give a number where you can be reached for clarification of data, if needed

LEA Code

If the child is enrolled in an LEA program please enter the LEA Code

Child ID Code

Using uppercase letters, indicate the first 2 characters of the first name and the first 2 characters of the last name of the individual to create a 4 digit *alpha-character* code. Duplications in this field are permissible. For names that are hyphenated, please use the first 2 characters of the beginning name of the hyphenated name. For example, John Doe-Rey would be coded as JODO.

NCWISE ID

Enter the child's NC WISE number. If this number has not been assigned, enter 0002016.

First Name

Enter the child's first name. Do not use nicknames.

Last name

Enter the child's last name (middle initials and middle names are not needed).

Date of Birth

Enter the month, day and year of birth (mm/dd/yyyy) in the corresponding column. Please enter all four digits of the birth year.

Gender

Indicate the individual's gender by coding as:

0. Male
1. Female

Students Home Address**City****State****Zip Code**

Enter the child's Parent/Guardian residence; street address or PO Box, City, State, and Zip Code

School Name

If child is enrolled in an LEA, enter the school name where child is in attendance.

Teacher's Name

Enter the first and last name of the student's current teacher or home room teacher.

Teacher's E-mail

Enter the e-mail address of the student's current teacher.

Student Grade

Enter the grade in which the student is enrolled.

Parent/Guardian

Enter the first and last name of the child's Parent(s)/Guardian

Parent/Guardian Phone

Enter the phone number of the child's Parent(s)/Guardian.

Parent/Guardian E-mail

Enter the e-mail address of the child's Parent(s)/Guardian.

Etiology

Select the one etiology code from the list that best describes the primary etiology of the individual's primary disability.

If "other" (e.g., 199, 299 or 399) is selected, please specify the etiology in the space provided.

Column 8 - Primary Identified Etiology	
Hereditary/Chromosomal Syndromes and Disorders	
101 Aicardi syndrome	130 Marshall syndrome
102 Alport syndrome	131 Maroteaux-Lamy syndrome (MPS VI)
103 Alstrom syndrome	132 Moebius syndrome
104 Apert syndrome (Acrocephalosyndactyly, Type 1)	133 Monosomy 10p
105 Bardet-Biedl syndrome (Laurence Moon-Biedl)	134 Morquio syndrome (MPS IV-B)
106 Batten disease	135 NF1 - Neurofibromatosis (von Recklinghausen disease)
107 CHARGE association	136 NF2 - Bilateral Acoustic Neurofibromatosis
108 Chromosome 18, Ring 18	137 Norrie disease
109 Cockayne syndrome	138 Optico-Cochleo-Dentate Degeneration
110 Cogan Syndrome	139 Pfeiffer syndrome
111 Cornelia de Lange	140 Prader-Willi
112 Cri du chat syndrome (Chromosome 5p-syndrome)	141 Pierre-Robin syndrome
113 Crigler-Najjar syndrome	142 Refsum syndrome
114 Crouzon syndrome (Craniofacial Dysostosis)	143 Scheie syndrome (MPS I-S)
115 Dandy Walker syndrome	144 Smith-Lemli-Opitz (SLO) syndrome
116 Down syndrome (Trisomy 21 syndrome)	145 Stickler syndrome
117 Goldenhar syndrome	146 Sturge-Weber syndrome
118 Hand-Schuller-Christian (Histiocytosis X)	147 Treacher Collins syndrome
119 Hallgren syndrome	148 Trisomy 13 (Trisomy 13-15, Patau syndrome)
120 Herpes-Zoster (or Hunt)	149 Trisomy 18 (Edwards syndrome)
121 Hunter Syndrome (MPS II)	150 Turner syndrome
122 Hurler syndrome (MPS I-H)	151 Usher I syndrome
123 Kearns-Sayre syndrome	152 Usher II syndrome
124 Klippel-Feil sequence	153 Usher III syndrome
125 Klippel-Trenaunay-Weber syndrome	154 Vogt-Koyanagi-Harada syndrome
126 Kniest Dysplasia	155 Waardenburg syndrome
127 Leber congenital amaurosis	156 Wildervanck syndrome
128 Leigh Disease	157 Wolf-Hirschhorn syndrome (Trisomy 4p)
129 Marfan syndrome	199 Other _____

Pre-Natal/Congenital Complications	Post-Natal/Non-Congenital Complications
201 Congenital Rubella	301 Asphyxia
202 Congenital Syphilis	302 Direct Trauma to the eye and/or ear
203 Congenital Toxoplasmosis	303 Encephalitis
204 Cytomegalovirus (CMV)	304 Infections
205 Fetal Alcohol syndrome	305 Meningitis
206 Hydrocephaly	306 Severe Head Injury
207 Maternal Drug Use	307 Stroke
208 Microcephaly	308 Tumors
209 Neonatal Herpes Simplex (HSV)	309 Chemically Induced
299 Other _____	399 Other _____
Related to Prematurity	Undiagnosed
401 Complications of Prematurity	501 No Determination of Etiology

Race/Ethnicity

Enter the one race/ethnicity code from the list that best describes the individual. A child or student may only be reported in one race/ethnicity category.

Possible selections include:

1. American Indian or Alaska Native
2. Asian
3. Black
4. Hispanic
5. White
6. Native Hawaiian /Pacific Islander
7. Two or more races

The following definitions of the seven categories of race/ethnicity have been adapted from definitions appearing in the *Final Guidance*.

1. American Indian or North Alaska Native A person having origins in any of the original peoples of and South America (including Central America) and who maintains tribal affiliation or community attachment. (Does not include persons of Hispanic/Latino ethnicity.)
2. Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (*Does not include persons of Hispanic/Latino ethnicity.*)

- | | |
|--|--|
| 3. Black or African American | A person having origins in any of the Black racial groups of Africa. (<u>Does not include persons of Hispanic/Latino ethnicity.</u>) |
| 4. Hispanic/Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of Race. Refers to Hispanic and/or Latino. |
| 5. White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (<u>Does not include persons of Hispanic/Latino ethnicity.</u>) |
| 6. Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. (<u>Does not include persons of Hispanic/Latino ethnicity.</u>) |
| 7. Two or more races | A person having origins in <u>two or more</u> of the race categories listed above. (<u>Does not include persons of Hispanic/Latino ethnicity.</u>) |

Documented Vision Loss

Indicate the code that best describes the individual's: a) documented degree of vision loss with correction, or b) indicates that *further testing is needed* (this testing must be completed prior to the next child count submission date for continued inclusion in the census), or c) that the student has a *documented functional vision loss*.

Please note: Items 5 and 8 are intentionally not used or available as an option.

Possible selections include:

1. Low Vision (visual acuity of 20/70 to 20/200)
2. Legally Blind (visual acuity of 20/200 or less or a field restriction of 20 degrees)
3. Light Perception Only
4. Totally Blind
- 5. Intentionally not used**
6. Diagnosed Progressive Loss, or
7. Further Testing Needed, or
- 8. Intentionally not used**
9. Documented Functional Vision Loss (Refer to following definition)

A Functional Vision Assessment is defined as a non-clinical assessment, carried out by a trained vision specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of vision.

Cortical Vision Impairment

Please indicate whether the child/student has cortical vision impairment by coding as:

0. No
1. Yes
2. Unknown

Documented Hearing Loss

Indicate the code that best describes the individual's a) **documented** degree of hearing loss, or b) indicates that *further testing is needed* (this testing must be completed prior to the next child count submission date for continued inclusion in the census), or indicate that the student has a *documented functional hearing loss*.

Please note: Item 8 is intentionally not used or available as an option.

Possible selections include:

1. Mild (26-40 dB loss)
2. Moderate (41-55 dB loss)
3. Moderately Severe (56-70 dB loss)
4. Severe (71-90 dB loss)
5. Profound (91+ dB loss)
6. Diagnosed Progressive Loss, or
7. Further Testing Needed, or
- 8. Intentionally not used**
9. Documented Functional Hearing Loss (Refer to following definition)

A Functional Hearing Assessment is defined as “a non-clinical assessment carried out by a trained hearing specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of hearing.”

Central Auditory Processing Disorder

Please indicate whether the child/student has a central auditory processing disorder by coding as:

0. No
1. Yes
2. Unknown

Auditory Neuropathy

Please indicate whether the child/student has auditory neuropathy by coding as:

0. No

1. Yes
2. Unknown

Cochlear Implants

Please indicate whether the child/student has a cochlear implant by coding as:

0. No
1. Yes
2. Unknown

Other Impairments or Conditions

Please indicate any additional impairment or condition, which has a significant impact on the individual's developmental or educational progress. Other impairments and conditions include:

- Orthopedic/Physical Impairments
- Intellectual Disability
- Behavioral Disorders
- Complex Health Care Needs
- Communication/Speech/Language Impairments
- Other

If "Other" is indicated, please specify in the space provided on the survey.

Part C Category Code (Birth through age 2)

To be fully consistent with Section 618 requirements, infants reported as "At-risk" should only be those who are *at-risk for developmental delays*.

For children who are birth through age 2 please indicate whether the child/student is:

1. At-risk for developmental delays (as defined by the state's Part C Lead Agency)
2. Developmentally Delayed

For children/students **not** reported under Part C of IDEA use the following code:

- 888 Not Reported under Part C of IDEA

Part B Category Code (3-21)

For children who are ages 3 through 21, enter the primary category code under which the student was reported on the State Department of Education Part B, IDEA Child Count, or indicate that the student was not reported.

The Part B Category Codes are:

1. Intellectual Disability
2. Hearing Impairment (includes deafness)
3. Speech or Language Impairment
4. Visual Impairment (includes blindness)
5. Emotional Disturbance
6. Orthopedic Impairment
7. Other Health Impairment
8. Specific Learning Disability
9. Deaf-Blindness
10. Multiple Disabilities
11. Autism
12. Traumatic Brain Injury
- 13. Developmentally Delayed-age 3 through 9**

Also included for Census reporting purposes are:

14. Non-Categorical

If the child/student is not reported under Part B of IDEA use the following code:

- 888 Not Reported under Part B of IDEA

Early Intervention Setting (Birth through age 2)

For children who are birth through age 2 served in **Part C early intervention** programs enter the early intervention setting code under which the individual was reported on the state's Lead Agency, IDEA Part C Child Count. **Please enter only one code.**

1. Home
2. Community-based settings
3. Other settings

Early intervention settings for infants and children, from birth through age 2, are federally defined as:

- Home: Early intervention services are provided primarily in the principal residence of the child's family or caregivers.
- Community-based settings: Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

- Other settings: Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities. If “other” is selected, please specify under Column 25 on Section 2 of the Census Summary Form.

Educational Setting (age 3-5)

Enter the setting code under which the individual was reported on the NC Department of Public Instruction Part B, IDEA Child Count.

For children in **early childhood special education (ages 3-5)** settings include:

1. Attending a regular early childhood program at least 80% of the time
2. Attending a regular early childhood program 40% to 79% of the time
3. Attending a regular early childhood program less than 40 % of the time
4. Attending a separate class early childhood program
5. Attending a separate school early childhood program
6. Attending a residential facility early childhood program
7. Service provider location for early childhood program
8. Home

ECSE program settings (aged 3 through 5) are federally defined as follows:

- Regular early childhood program at least 80% of the time: Children who attended an early childhood program and were in the early childhood program for at least 80% of time.
- Regular early childhood program 40% to 79% of the time: Children who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 40% of time.
- Regular early childhood program less than 40 % of the time: Children who attended an early childhood program and were in the early childhood program for less than 40% of time
- Separate class: Children in a class with less than 50% nondisabled children. Do not include children who also attended a regular early childhood program.
- Separate school: Children who received education programs in public or private day schools designed specifically for children with disabilities.
- Residential facility: Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
- Service provider location: Children who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.

For example, speech instruction provided in:

- private clinicians' offices
- clinicians' offices located in school buildings
- hospital facilities on an outpatient basis
- libraries and other public locations

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

- Home: Children who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.

Educational Setting (age 6-21)

Enter the setting code under which the individual was reported on the NC Department of Public Instruction Part B, IDEA Child Count.

For *school-aged students* (6-21) settings include:

9. Inside the regular class 80% or more of day
10. Inside the regular class 40% to 79% of day
11. Inside the regular class less than 40% of day
12. Separate school
13. Residential facility
14. Homebound/Hospital
15. Correctional facilities
16. Parentally placed in private schools

School-aged (aged 6 through 21) special education program settings are federally described as follows:

- Inside the regular class 80 percent or more of the day: Students who were inside the regular classroom for 80 percent or more of the school day. This may include children with disabilities placed in:
 - regular class with special education/related services provided within regular classes
 - regular class with special education/related services provided outside regular classes

- regular class with special education services provided in resource rooms
- Inside regular class no more than 79% of day and no less than 40% percent of the day: Students were inside the regular classroom between 40 and 79% of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - resource rooms with special education/related services provided within the resource room
 - resource rooms with part-time instruction in a regular class
- Inside regular class less than 40 percent of the day: Students who were inside the regular classroom less than 40 percent of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
 - self-contained special classrooms with part-time instruction in a regular class
 - self-contained special classrooms with full-time special education instruction on a regular school campus
- Separate school: Students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
 - public and private day schools for students with disabilities
 - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day
 - public and private residential facilities if the student does not live at the facility
- Residential facility: Students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
 - public and private residential schools for students with disabilities
 - public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day

Do not include students who received education programs at the facility, but do not live there.

- Homebound/Hospital: Students who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
 - hospital programs

- homebound programs

Do not include children with disabilities whose parents have opted to home school them and who receive special education at the public expense.

- Correctional facilities: Students who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:
 - short-term detention facilities (community-based or residential)
 - correctional facilities
- Parentally placed in private schools: Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

Participation in Statewide Assessments

Select the option which best describes the student's participation in their last statewide assessment activities.

1. Regular grade-level state assessment
2. Regular grade-level state assessment with accommodations
3. Alternate assessments aligned with grade-level achievement standards
4. Alternate assessments based on alternate achievement standards
5. Modified achievement standards
6. Not required

Part C Exiting Status (Birth through 2)

For children served in **Part C early intervention** programs enter the single early intervention code relevant for the child on December 1, 2014.

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned to Part B services may also be reported under - Part B Exiting Status.

0. In a Part C early intervention program
 1. Completion of IFSP prior to reaching maximum age for Part C
 2. Eligible for IDEA, Part B
 3. Not eligible for Part B, exit with referrals to other programs
 4. Not eligible for Part B, exit with no referrals
 5. Part B eligibility not determined

6. Deceased
7. Moved out of state
8. Withdrawal by parent (or guardian)
9. Attempts to contact the parent and/or child were unsuccessful

Early intervention exiting status for infants and children, from birth through age 2, are defined as

- In a Part C early intervention program: This includes infants and toddlers (birth through age 2) with a current IFSP and who are served by a state or local part early intervention program.
- Completion of IFSP prior to reaching maximum age for Part C: Count of children who have not reached maximum age for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.
- Eligible for IDEA, Part B: Count of children served in Part C who exited Part C and were determined to be eligible for Part B during the reporting period. This includes children who receive Part B services in conjunction with Head Start.
- Not eligible for Part B, exit with referrals to other programs: Count of children who reached maximum age for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.
- Not eligible for Part B, exit with no referrals: Count of children who reached maximum age for Part C and were determined not eligible for Part B services, but were not referred to other programs.
- Part B eligibility not determined: Count of children for whom Part B eligibility has not been made. This category includes children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported and children for whom parents did not consent to transition planning. This category includes any child who reached maximum age for Part C, and who has not been counted in categories 2 through 4 above.
- Deceased: Count of children who died during the reporting period, even if their death occurred at the age of exit.
- Moved out of state: Count of children who moved out of State during the reporting period. Do not report a child who moved within State (i.e., from one program to another) if services are known to be continuing.
- Withdrawal by parent (or guardian): Count of children whose parents declined all services after an IFSP was in place, as well as children whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.
- Attempts to contact the parent and/or child were unsuccessful: Count of children who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. This category includes any child who did not complete an

IFSP and exited Part C before reaching maximum age and who has not been counted in categories 6 through 8 above.

Part B Exiting Status

For students in Early Childhood Special Education (ECSE) or school-aged special education, please indicate the code that best describes the student's status on December 1, 2017.

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned from Part C early intervention services may also be reported under - Part C Exiting Status.

Part B exit codes includes include:

0. In ECSE or school-aged special education program
1. Transferred to regular education
2. Graduated with regular high school diploma
3. Received a certificate
4. Reached maximum age
5. Died
6. Moved, known to be continuing
- 7. Intentionally not used**
8. Dropped out

Exiting status categories are defined as follows:

- In ECSE or school-aged special education program: This includes students in an early childhood special education (ages 3 - 5) or school-aged special education (ages 6 - 21) program.
- Transferred to regular education: (Note: this category was previously labeled “No longer receives special education.”) Students who were served in special education at the start of the reporting period, but at some time in that 12-month period, returned to regular education. These students no longer have an IEP and are receiving all of their educational services from a regular education program.
- Graduated with regular high school diploma: Students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those students without disabilities.
- Received a certificate: Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.
- Reached maximum age: Students who exited special education because of reaching the maximum age for receipt of special education services, including those students with

disabilities who reached the maximum age and did not receive a diploma. Maximum age for services varies by state.

- Died: Students who died.
- Moved, known to be continuing: Students who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- Dropped out: Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis described some point in the preceding 12 months, are not currently enrolled, and did not exit through any of the other options described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.

Deaf-Blind Project Exiting Status

Report all individuals eligible to receive services as of December 1 of the current reporting period.

0. Eligible to receive services from the Deaf-Blind project
1. No longer eligible to receive services from the Deaf-Blind project

Living Setting

Indicate the living setting in which the individual resides the majority of the year. Living settings include:

1. Home: Parents
2. Home: Extended family
3. Home: Foster parents
4. State residential facility
5. Private residential facility
6. Group home (less than 6 residents)
7. Group home (6 or more residents)
8. Apartment (with non-family person(s))
9. Pediatric nursing home
555. Other

If "Other" is indicated, please specify in the space provided on the survey

Corrective Lenses

Please indicate whether the child/student wears glasses or contact lenses by coding as:

0. No
1. Yes
2. Unknown

Assistive Listening Devices

Please indicate whether the child/student wears hearing aids or uses an FM system or other assistive listening device by coding as:

0. No
1. Yes
2. Unknown

Additional Assistive Technology

Please indicate whether the child/student uses any additional assistive technology (other than corrective lenses or assistive listening devices) by coding as:

0. No
1. Yes
2. Unknown

Intervener Services

Intervener services provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day.

Please indicate whether the child/student in ECSE or school-aged special education services from an Intervener or other paraprofessional (classroom assistant, facilitator, etc) by coding as:

0. No
1. Yes (from an individual with the title and function of an intervener **OR** from an individual with the function of an intervener working under a different title)
2. Unknown

Certified Intervener

Does the person providing intervener services have certification as an intervener from a recognized training program (i.e. Utah State, NCDB, or other).

0. No

1. Yes
2. Unknown

Mobility

Select all the types of mobility the child is using or is learning to use.

- Ambulates without assistance
- Electric wheelchair- self propels
- Electric wheelchair- is pushed
- Manual wheelchair- self-propels
- Manual wheelchair- is pushed
- Walker
- Cane (for physical disability)
- Cane (for visual impairment)
- Sighted guide
- Electronic mobility device
- Other

If “Other “is indicated, please specify in the space provided on the survey

Challenging Behaviors

Select ALL of the behaviors that apply to the child.

- No challenging behaviors
- Hurtful to self
- Hurtful to others
- Destructive to property
- Socially offensive behavior
- Unusual or repetitive habits
- Other

If “Other “is indicated, please specify in the space provided on the survey

Communicates Choices by: (select all that apply)

- Speech
- Electronic Communication Device
- Sign Language (visual or tactual)
- Pictures
- Gestures
- Facial Expression/Body language

Participates in IEP

- Yes – contributes input
- Yes – attends at least part of meeting

- No

Course of study

- EI, pre-K - Elementary School
- Academic – college curriculum
- Occupational Course of Study
- EXTEND 1

Literacy Instruction

- No literacy instruction
- Emergent literacy instruction
- Pre-braille instruction
- Braille instruction
- Conventional literacy instruction
- Reading at or within one grade level (above or below)
- Reading two or more levels above grade level
- Reading two or more levels below grade level

When the survey is complete select the *Finish* button at the bottom of page 5. On the next screen there is the option of printing the survey responses or saving them to an LEA computer hard drive.

If the LEA has additional students to add, click on the “**Continue**” button at the top of the page. Click on the link at the bottom of the page.